

BLACKFRIARS ACADEMY CURRICULUM PLAN



ROYAL DOULTON - SPRING 2020

The anchor that is being explored as a whole school is **CELEBRATION**

When deciding what anchor we wanted to develop as a team of staff working in a school for young people with varying needs and abilities, our starting point was 'What is the point?' – Why would we choose 'this' as an anchor. In order to answer this question, we went back to our core moral purpose as a school which we believe is to educate our students because education has the power to transform lives. By educating our young people, we can help them to be more independent, for some it may mean helping them to use their 'Voice' to ensure that their views, needs and wants are heard and for others that they can become critical consumers of information.

This rationale drove our choice of anchors, the second of which is 'Celebration'. No matter what pathway our students are working in, exploring the notion of celebration is vital to all of them.

Not only is a **celebration** a special enjoyable event that people organise because something pleasant has happened or because it is someone's birthday or anniversary, the meaning of the word has far greater significance for us at Blackfriars: we want to try to help our students to live 'in the moment' to actively seek out what is good and should be appreciated, this could be the ability to appreciate a great piece of art, the strength to walk or the opportunity to sing out loud. Celebrations provide opportunities for us to recognise that we are not alone in the world and that other cultures have their own traditions, customs and acts of remembrance. By the end of the term, we hope that students will have started to explore ideas about what do we need to value and celebrate.

Subject	Content to be covered
English	<p>Through this unit students have the opportunity to explore the many aspects of celebration presented in fiction and non-fiction writing. They will learn to identify different genres of writing, developing skills and experience analysing the format and content, locating information for specific purpose, writing creatively, writing to inform and to persuade. Pupils will study a non-fiction scheme based on hoax and fake news through the ages, they will read 'The Selfish Giant' by Oscar Wilde and study key scenes from Shakespeare's 'The Tempest'. All these texts explore the many facets of celebration. Pupils study the correct rules of spelling, punctuation and grammar through the week. They will study the history of English language and literature, learning about how the identity of language has developed and identifying the influences that has shaped it over time.</p> <p>Students will experience differing aspects of fiction and non-fiction that were written to celebrate an event or person, noting how these characteristics shape their understanding, and interpretation of meaning. They will broaden their vocabulary of terms linked to celebration and apply these words in their written and spoken work. They will, also consider what is worthy of celebration, on a social and personal level.</p>

	By asking a range of questions students will begin to develop their thinking skills, aided by Thinking Moves. Both asking and answering questions, can challenge ideas and opinions, their own and others. By asking the question “What is celebration?” they will see it’s layers: time, social, emotional, cultural and personal and come to understand that it can be fixed but also ever changing. Through deepening their understanding of themselves and others they also enjoy additional social benefits such as better self-esteem and empathy for others.
Maths	In Maths we will be looking at measurement, including length, weight and capacity and will be using these skills to create some celebratory items towards the end of the half-term.
Science	In Science, Royal Doulton will be celebrating the diversity of species and habitats and we will be looking at adaptation and inheritance. We will be studying genetics and evolution, food chains and eco-systems.
Art	Using Pop Art painting and sculpture as inspiration for the whole school anchor. We will be exploring and looking at the theme of celebratory food this term. We will experiment with different media to produce 2D and 3D artworks typically associated with the anchor of Celebration in traditional British and other cultures.
Drama	<p>Through the subject drama, students have the opportunity to explore the many aspects of celebration that underpins our individual, family and community as well as national and global celebrations.</p> <p>They will, also consider what is worthy of celebration, on a social and personal level and how to celebrate. Drama enhances the personal, social and emotional development of students. The personal skills and qualities developed by students in drama lessons – such as teamwork, creativity, respect for other opinions, empathy, leadership and risk-taking – are all invaluable skills which permeate home life, social life and, importantly, life at work.</p> <p>They will learn to identify the emotions and stresses that can be linked to celebrations. Through role play, hot-seating, thought tracking and mime. Through the anchor of celebration the pupils will deepen their understanding of themselves and others through the medium of drama enjoy additional social benefits such as better self-esteem and empathy for others and learn to work as a team.</p>
Computer Science	In Computer Science we are celebrating pupils’ interests by researching and creating a brochure in Word. We will be considering safety and legal issues when using other people’s images and information.

Lifeskills	<p>In Life Skills, Royal Doulton will be practising the skills in the local community that they learnt in the classroom. We will be out and about shopping, crossing the road and visiting different workplaces. At the end of the term, we will celebrate our growing independence. At the end of term, we will celebrate our growing independence.</p>
Food Technology	<p>This term we are going to celebrate the richness of celebrations throughout the year and across the world. We will focus on both secular and religious celebrations that shape our society and ask questions about the brief similarities and differences between different faiths and cultures. We are looking at ways that specific foods play a major part in such celebrations and asking questions about the role of various cereal crops in those dishes.</p> <p>Whilst doing this we are going to continue to learn new skills and reinforce others leading to an ever increasing level of independence.</p>
Humanities	<p>For the students in the Questioning Pathway, Celebration is an essential anchor because celebrating important events is fundamental to our human nature and human history. In humanities pupils will explore what events were and are celebrated by whom, when and why e.g. The Great Exhibition 1851, The Christian Easter Story.</p> <p>Pupils will question what they think is worthy of celebration and how events and beliefs should and ought to be celebrated. They will apply this study and the concepts developed to their own lives and experiences.</p> <p>By exploring this theme pupils will reflect on what it means to live in a diverse world. They will develop their skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice. They will have a greater knowledge and understanding of what was celebrated in the past as well as the present.</p>
PE	<p>In PE this term we will be focusing on celebration through team games and individualised activities. This will include; table top cricket, orienteering and dance. The aim of this is to promote leadership, self-progression and allow pupils to express themselves in a way that may not be possible outside a sporting environment. The importance of the involvement in physical activity and sport beyond school will also be encouraged and celebrated.</p>
Swimming	<p>The objectives of our swimming sessions are to experience the sensory and physical aspects, to become as independent in dressing as they are able, to become confident in the water and to be aware of the rules of water safety where appropriate.</p>